

Arts Integrated Lesson Plan



ART FORM:
Theatre



SUBJECT AREA:
Reading/English Language Arts

Lesson Title: Understanding setting in <i>The Horned Toad Prince</i> with tableau	Grade: 4
Contributor, School: Lisa Derimigis, Thunder Hill Elementary School	Time Frame: One hour

State Curriculum Content Standards, Indicators, Objectives

Theatre Content Standard(s) 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	Reading/English Language Arts Content Standard(s) 3.0 Students will read, comprehend, interpret, analyze, and evaluate literary text.
Theatre Content Indicator(s) 3.1 Use a variety of theatrical elements to communicate ideas and feelings.	Reading/English Language Arts Content Indicator(s) 3.3 Use elements of narrative texts to facilitate understanding.
Theatre Content Objective(s) 3.1.c Identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas.	Reading/English Language Arts Content Objective(s) 3.3.e Identify and explain relationships between and among characters, setting, and events.

Objective(s) (Connecting the content areas)

Students will identify and describe the setting of a story. They will create tableaus using accurate voice and body, and will demonstrate cooperation and concentration in order to depict the effect that the setting has on the characters of the story.

Key Arts Vocabulary <i>tableau, acting tools, drama cues</i>	Key Reading/English Language Arts Vocabulary <i>setting, dialogue, plot</i>
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Prior Knowledge Students Need for This Lesson

Arts <ul style="list-style-type: none"> The students need to know and be able to demonstrate drama cues, personal space, point of concentration, cooperative body shapes, and tableau. 	Reading/ English Language Arts <ul style="list-style-type: none"> The students need an understanding of such literary elements as setting, plot, dialogue, and character. The students will have read and analyzed the text of <i>The Horned Toad Prince</i>.
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Materials and Resources

Materials and Resources for the Class

- *The Horned Toad Prince* by Jackie Mims Hopkins
- Actors Tools and Skills poster: Imagination, Mind, Voice, and Body

Materials and Resources for the Teacher

- *The Horned Toad Prince* by Jackie Mims Hopkins
- Several different cultural versions of *Cinderella* stories
- Printed version of *The Frog Prince*
- Chart paper and markers
- Assessment checklists

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher reviews the sequence of events and setting in the story *The Horned Toad Prince*.
- The teacher discusses: "Similar folktales and stories are found in many different cultures. Present some examples of *Cinderella* stories from different cultures and discuss how the settings differ and why the differences occur."
- The teacher reads aloud a version of *The Frog Prince*.
- The teacher creates a chart to compare the similarities and differences between the settings and the characters in *The Frog Prince* and *The Horned Toad Prince*.
- The teacher reviews the basic acting tools and skills and directs the students to establish their personal spaces and a point of concentration. The teacher leads the students through a group Mirrors activity, and students practice it in pairs.
- The student pairs practice assuming the positions and postures of characters when the teacher calls out a variety of characters (Show-Me Characters).
- The teacher places students in groups of 4–5 to create tableaux depicting scenes from assigned pages of the text. To guide the students' presentations, the teacher provides a rubric which includes the expectations for the tableau performances.
- The teacher reviews the drama cues that will be used with the tableaux.
- The student groups present the five tableau scenes to the rest of the class. Upon a shoulder touch, each member of the tableau will come to life and explain how the setting affects the action or character being portrayed and will tell why it belongs in the setting.

Closure/Summary

The teacher conducts a reflective discussion: How did observing or participating in the tableau help you understand the settings in the story? What information about the setting of the story did you learn by watching the other groups?

Assessment (Description/Tools)

- The students complete a Brief Constructed Response (BCR) to a prompt asking them to explain how the setting impacted other aspects of the story.
- The students evaluate themselves using a tableau assessment rubric for body, cooperation, concentration, level, and accurate setting.

Lesson Extensions

- The students choose a setting from a list and create characters, dialogue, and a plot that would fit that particular setting.
- The students take on the role of the author in a talk show format and explain why they chose to include particular elements in the story.

